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ABSTRACT

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT: Effective schools have effective leaders. Much of what the school does to promote achievement is within the principal's power to influence and control. Specifically, there are six leadership behaviors that have been consistently associated with schools that are well managed and whose students achieve. Effective principals: 1. EMPHASIZE ACHIEVEMENT. They give high priority to activities, instruction, and materials that foster academic success. Effective principals are visible and involved in what goes on in the school and its classrooms. They convey to teachers their commitment to achievement. 2. SET INSTRUCTIONAL STRATEGIES. They take part in instructional decision making and accept responsibility for decisions about methods, materials, and evaluation procedures. They develop plans for solving students' learning problems. 3. PROVIDE AN ORDERLY ATMOSPHERE. They do what is necessary to ensure that the school's climate is conducive to learning: it is quiet, pleasant, and well-maintained. 4. FREQUENTLY EVALUATE STUDENT PROGRESS. They monitor student achievement on a regular basis. Principals set expectations for the entire school and check to make sure those expectations are being met. They know how well their students are performing as compared to students in other schools. 5. COORDINATE INSTRUCTIONAL PROGRAMS. They interrelate course content, sequences of objectives, and materials in all grades. They see that what goes on in the classroom has bearing on the overall goals and program of the school. 6. SUPPORT TEACHERS. Effective principals communicate with teachers about goals and procedures. They support teachers' attendance at professional meetings and workshops, and provide inservice that promotes improved teaching. ASCD's Research Information Service will help ASCD members locate sources of information on topics related to curriculum, supervision, and instruction. Send your specific question in writing to Research Information Service, ASCD, 225 North Washington St., Alexandria, VA 22314. (Author)

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HIGHLIGHTS FROM RESEARCH ON EFFECTIVE SCHOOL LEADERSHIP

Effective schools have effective leaders. Much of what the school does to promote achievement is within the principal's power to influence and control. Specifically, there are six leadership behaviors that have been consistently associated with schools that are well managed and whose students achieve.

Effective principals:

1. **Emphasize achievement.** They give high priority to activities, instruction, and materials that foster academic success. Effective principals are visible and involved in what goes on in the school and its classrooms. They convey to teachers their commitment to achievement.
2. **Set instructional strategies.** They take part in instructional decision making and accept responsibility for decisions about methods, materials, and evaluation procedures. They develop plans for solving students' learning problems.
3. **Provide an orderly atmosphere.** They do what is necessary to ensure that the school's climate is conducive to learning: it is quiet, pleasant, and well maintained.
4. **Frequently evaluate student progress.** They monitor student achievement on a regular basis. Principals set expectations for the entire school and check to make sure those expectations are being met. They know how well their students are performing as compared to students in other schools.
5. **Coordinate instructional programs.** They interrelate course content, sequences of objectives, and materials in all grades. They see that what goes on in the classroom has bearing on the overall goals and program of the school.
6. **Support teachers.** Effective principals communicate with teachers about goals and procedures. They support teachers' attendance at professional meetings and workshops, and provide inservice that promotes improved teaching.

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